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ABSTRACT

This document examines the accomplishments of California's educational reform movement (1983-1993) in the context of the five major recommendations outlined in the 1983 report, "A Nation at Risk." A more comprehensive view of the state's systemic reforms is also provided. The five goals included the following: (1) strengthen graduation requirements and provide a stronger curriculum; (2) adopt more rigorous and measurable standards and expectations; (3) devote more time to study the core curriculum; (4) enhance staff development and the teaching profession; and (5) provide effective leadership and adequate resources. Although school productivity is difficult to quantify, data indicate that progress is occurring for all categories of students. California has also been challenged by 100,000 new students that have entered schools annually since 1983, an increase in the number of limited-English speaking and economically disadvantaged students, and declines in funding. Twelve figures are included. (LMI)

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A Decade After A Nation At Risk

California Department of Education
Sacramento, 1993

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California
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*A Nation
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California launched a national movement for systematic change. While most of the hastily patched-together reforms of the past decade in other states have made no discernible difference, systemic change may be the only kind that will affect the educational system from top to bottom, from textbooks to tests to teacher education.

Diane Ravitch
(Former U.S. Assistant Secretary of Education).
Los Angeles Times, February 26, 1993.

I ntroduction

In April 1983, *A Nation At Risk* was published by the National Commission on Excellence in Education. The report warned that "if an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves."

Even before the National Commission issued its cry of alarm, California was launching a massive statewide educational reform effort in January 1983. Educators, working with elected officials, the business community, parents, and students, spearheaded this movement. This effort was based on the ideas that all students can succeed and that high standards are the foundation of our schools. As we approach the twenty-first century, more students than ever before need to be educated to higher levels so that they can 1) compete successfully in the increasingly technological job market, 2) participate in our democratic system and culturally diverse society, and 3) develop strong moral and ethical values and the ability to reach their individual potential. Schools must prepare students who know how to think and to learn; who know how to gather, organize, and analyze information and then apply it to solving a problem; and who can work collaboratively with others.

To achieve these goals, educational reform must be a comprehensive effort, and crucial elements must be linked. The components include: engaging our students in a strengthened curriculum; developing outcome-based accountability and assessment; improving instructional materials; preparing more students for college and to qualify for technical preparation programs and jobs; providing effective support and reducing the dropout rate; establishing an environment of professionalism for school faculty; initiating effective parent, business, and community involvement; making instructional and organizational changes to allow students to reach these higher levels; and expanding the use of technology in our schools.

This approach is extremely difficult to implement, due to its complex nature. However, while much hard work still remains, this unparalleled reform program is now showing impressive results. Although school productivity is difficult to quantify, no matter how it is measured in California, we see progress, as the following pages describe. What is even more heartening is that this progress is occurring for all categories of students—not just the top 25 percent or the college bound.

These gains have been made despite the fact that about 100,000 new students have been entering our schools annually. Of the 5.2 million students in K-12

education, one in five is limited-English proficient, and many more of our students than ever before are living in poverty or coming to school with family problems. In addition, these challenges are occurring at the same time that funding for schools is declining. During the past 10 years, the most impressive gains in student performance often occurred when per-pupil funding was at its highest level. Unfortunately, the danger exists that the progress of the past 10 years will be erased if schools do not receive adequate funding.

Here are a few highlights of this progress:

- Fourteen thousand five hundred more students—an increase of 14 percent—are taking the Scholastic Aptitude Test (SAT), even though there are fewer seniors. California's average SAT mathematics score is above the national average while the verbal score is below the national average. On the mathematics portion of the SAT in 1992, almost 26 percent more California seniors scored above 500 and almost 40 percent more scored above 600 than in 1984. On the verbal portion, almost 13 percent more scored above 450 and 30 percent more scored above 600.

Significant Increase in SAT Verbal and Math Performance in California Since 1983-84

Percent Above 450/600 Verbal and 500/600 Math

	1983-84	1990-91	1991-92	Percent Change from 1983-84 to 1991-92	Total Students Now Reaching Performance Level	Additional Students Since 1983-84
Senior Class	292,084	266,734	284,819	-2%		-7,265
SAT Takers	102,358	114,716	116,806	+14%		+14,448
% of Senior Test Takers	35	43	41	+17%		+17,089
% of Minority Test Takers	35	51	52	+49%		+48,419
Percent of Seniors Passing Performance Levels						
Verbal						
≥450	14.2	16.6	16.0	+12.7%	45,503	+5,127*
≥600	2.3	3.1	3.0	+30.4%	8,677	+1,994*
Math						
≥500	15.1	19.6	19.0	+25.8%	54,108	+11,108*
≥600	6.0	8.5	8.4	+40%	23,910	+6,836*

*Increase in the number of students a year taking the SAT or reaching these levels, if rates had remained the same since 1983-84. For example, because of the improvement in performance, an additional 6,836 students each year now score above 600 in math.

- More students are doing well on difficult College Board Achievement Tests. The percentage of seniors tested has increased by over 38 percent, while average scores have risen.
- The rate of seniors passing College Board Advanced Placement Examinations has risen by 188 percent since 1984.
- Substantially more students are taking academic courses, and course content is being upgraded. For example, 96 percent more students are taking physics than in 1984, 87 percent more students are taking chemistry, and 60 percent more are taking advanced math.
- In 1985, 25 percent of high school graduates completed the University of California required a-f course sequence. By 1991 the completion rate rose to 33 percent, a 30 percent improvement from 1985 to 1991.
- California Assessment Program (CAP) scores have risen for all grades and ethnic groups tested. The average 1990 senior was about one year ahead of his or her counterpart in 1984, registering a gain of 0.6 year in reading and 1.25 years in math.

Rate of Seniors Passing Advanced Placement Tests Increases

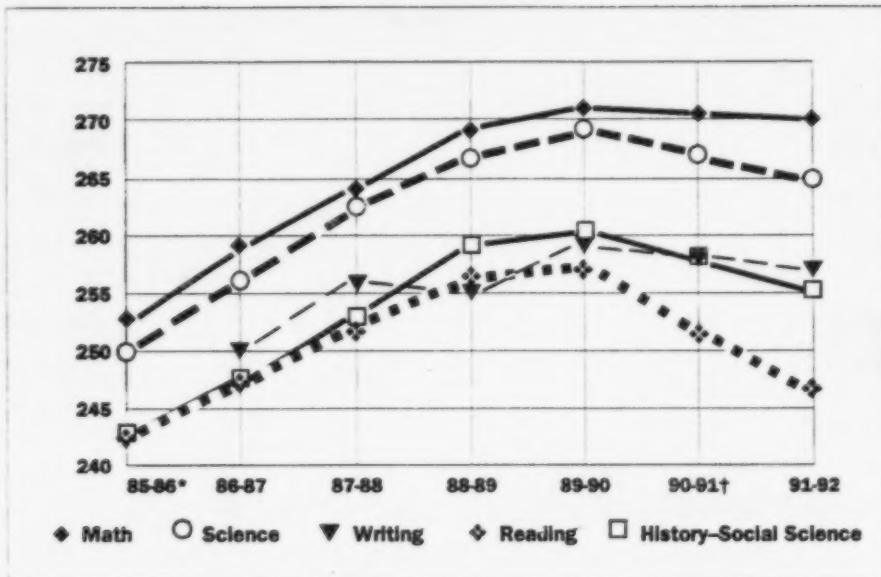
	Class of 1984	Class of 1985	Class of 1992	Percent Change in Rate	Additional Qualifying Examinations†	National 1992 AP Rate*
No. of seniors	266,859	284,211	260,693	Since 1984		2,563,000
*AP rate	7.2	9.1	20.7	+188%	+35,194	12.0
**Qualifying rate by ethnicity				Since 1985		
African-American		1.1	3.6	+227%	+477	
American Indian		3.4	12.3	+262%	+218	
Asian		19.2	45.8	+139%	+9,882	
Hispanic		2.7	11.1	+311%	+6,068	
White		8.6	17.7	+106%	+11,810	

† This value represents the additional number of qualifying exams, if the rate had remained the same as in 1984.

* A score of 3 or better is commonly recognized as qualifying for college credit. The reported value is the number of AP exams, per 100 seniors, with a score of 3 or better. The national numbers are estimates.

** California AP data by ethnicity were not available until 1985. National data by ethnicity for 1992 are not yet available.

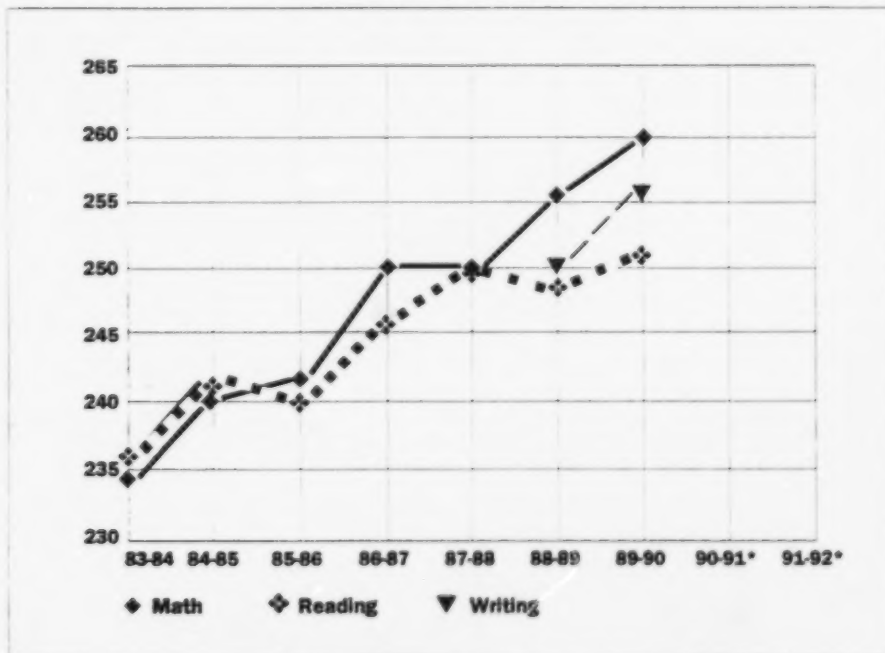
Grade 8 CAP Scores



*Grade 8 tests' base year is 1985-86.

†CAP tests could not be given because of budget cuts. Scores for 1990-91 are estimates.

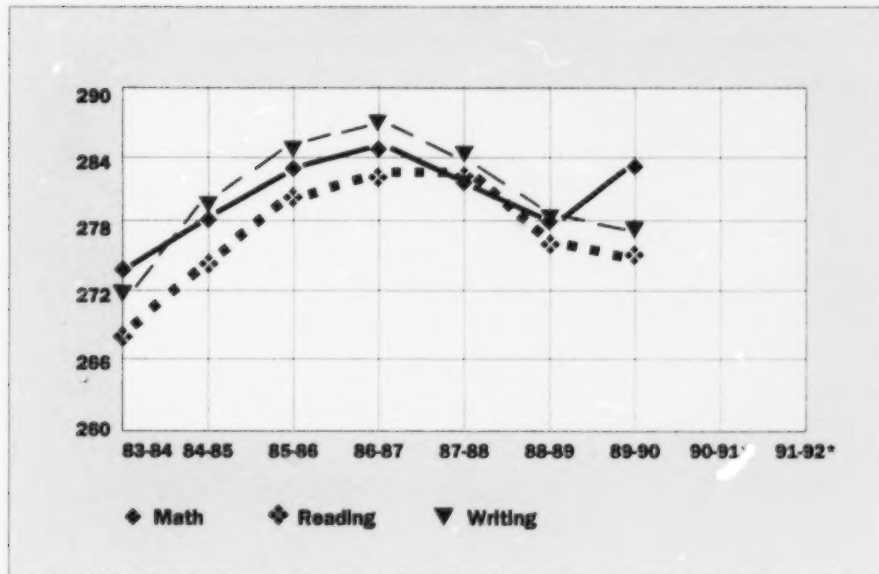
12 Grade CAP Scores



Grade 12 tests could not be given because of budget cuts.

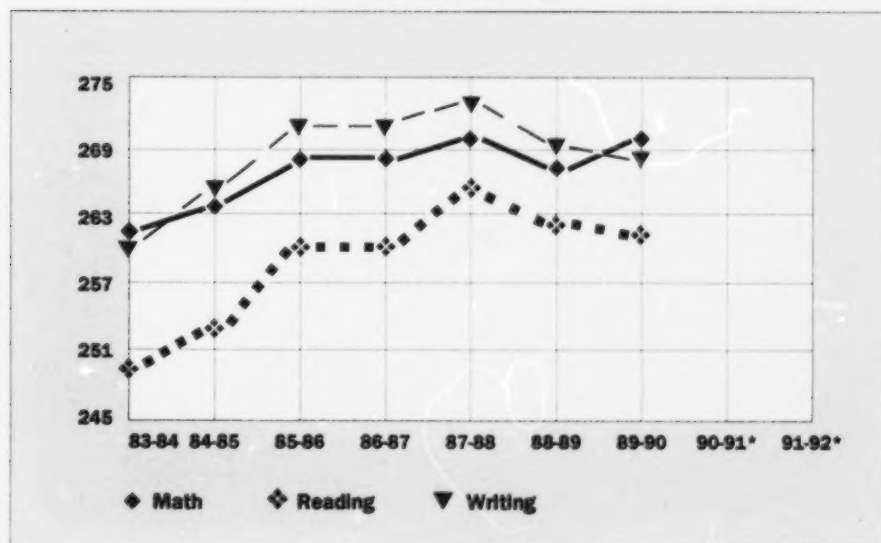
CAP Scores Show Overall Gain in Decade After *A Nation At Risk*

Grade 3 CAP Scores



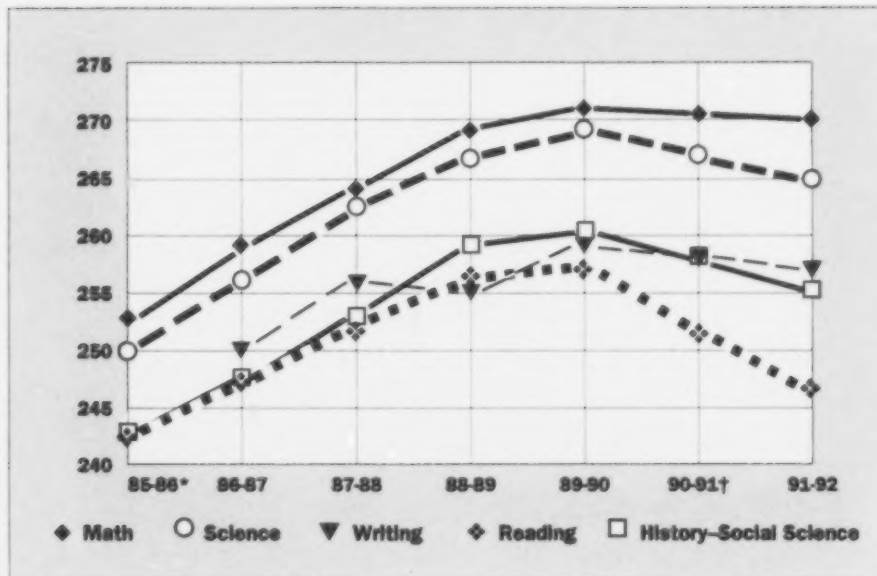
*Grade 3 CAP tests could not be given because of budget cuts.

Grade 6 CAP Scores



*Grade 6 CAP tests could not be given because of budget cuts.

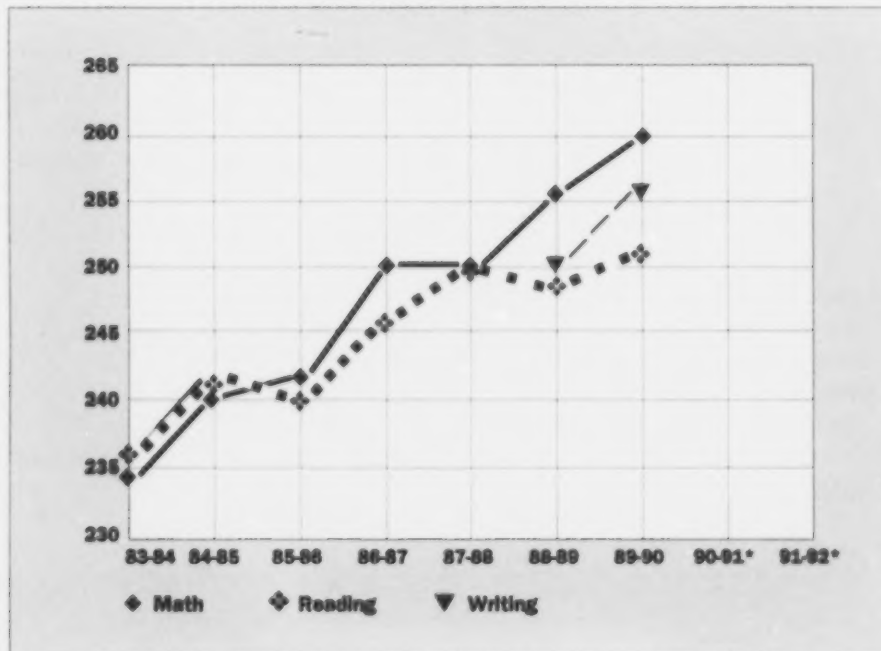
Grade 8 CAP Scores



*Grade 8 tests' base year is 1985-86.

†CAP tests could not be given because of budget cuts. Scores for 1990-91 are estimates.

12 Grade CAP Scores

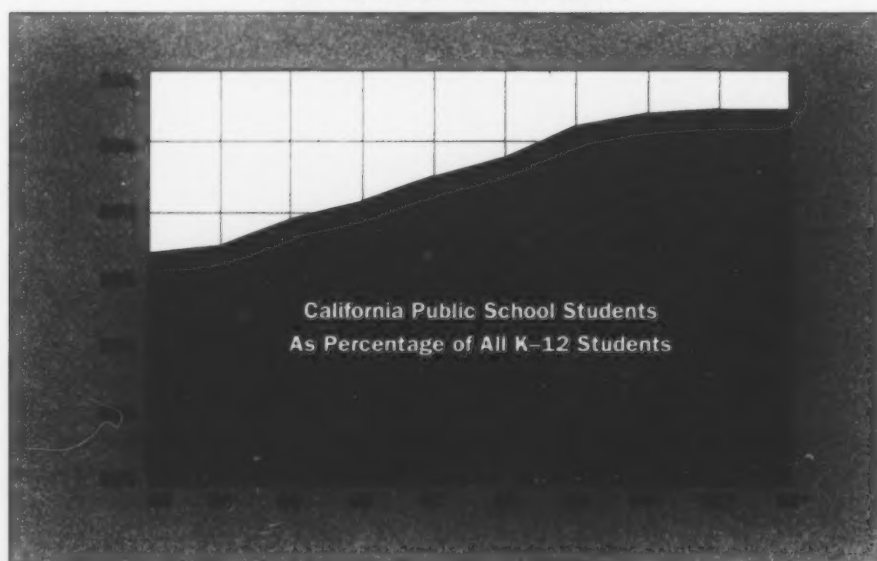


Grade 12 tests could not be given because of budget cuts.

California Public Education: A Decade After *A Nation At Risk*

- California parents are indicating their renewed faith in public schools. Over 90 percent of our students now attend public schools.

Public School Enrollment Grows



*1990 to present excludes private schools with five or fewer students.

- The school year in California has increased the equivalent of 17.3 school days.
- Administrators' training programs have been developed to improve school leadership, and more than 6,000 administrators have participated in these programs. Over 50 percent are women and minorities.
- The number of administrators per 100 teachers has fallen from 9.2 to 8.4.

The following document looks at the accomplishments of California's educational reform movement in the context of the five major recommendations outlined in *A Nation At Risk*. However, California's reform efforts extend far beyond the national recommendations, and therefore a more comprehensive view of the state's systemic reforms is provided than is called for in the national report. The rest of the nation has looked to California for leadership in many of these areas.

Content

The first recommendation called for strengthening graduation requirements and providing a stronger core curriculum.

Strengthening Graduation Requirements

- ◆ The educational and business communities joined forces with the California Legislature to enact Senate Bill 813, the sweeping Hughes-Hart Educational Reform Act of 1983, which **reinstated graduation requirements**, called for the development of **model curriculum standards** for students in grades nine through twelve, and established a **longer school day and school year**.
- ◆ Students must now take at least three years of **English**, three years of **history-social science**, two years of **mathematics**, two years of **science**, two years of **physical education**, and one year of either **foreign language** or **visual and performing arts**.

Upgrading the Curriculum

A strong core curriculum is at the foundation of California's reform efforts. During the last ten years, enormous changes have been made in what schools teach, based on curriculum frameworks. These documents are guidelines describing what students should be learning in the various subject areas; they are developed by leading educators from throughout the state and are approved by the California State Board of Education.

- ◆ New **curriculum frameworks** were published to guide schools in developing strong mathematics, science, English-language arts, history-social science, foreign language, fine arts, health, and physical education curricula. These frameworks are considered models nationwide, as they emphasize reading, writing, problem solving, and more challenging student work. They articulate a vision of quality; and there is widespread agreement on their content, despite the state's tremendous diversity.
- ◆ Based on its curriculum frameworks, California has spearheaded the drive to improve **textbooks** in our schools. Because California is a major purchasing market, this state's textbook adoption process, through the California State Board of Education, has had an enormous impact on improving the quality of textbooks nationally.

The following subject area accomplishments have occurred:

- The new *English-Language Arts Framework* has advanced powerful literature-based instruction throughout California and is a model nationally. Students at all grade levels once again read selections from the best of traditional and modern literature, and more books are being read in the classroom. Reading, writing, listening, and speaking are integrated components of the program. The National Reading Initiative was a project started by the California Department of Education (CDE) to promote literacy nationwide, based on the California Reading Initiative, a multifaceted campaign, which began in 1986, to promote reading and reduce illiteracy. *Recommended Readings in Literature, Kindergarten Through Grade Eight* and *Celebrating the National Reading Initiative* were published.

Family involvement is crucial to develop a literate society. As part of this effort to develop materials that support reading at home and early literacy, a new document, *Read to Me: Recommended Literature for Children Ages Two Through Seven*, was published. A document for parents, *The Changing Language Arts Curriculum: A Booklet for Parents* was produced in English and Spanish and will be available in four additional languages.

- **Mathematics** initiatives are under way at all grade levels, based on the revamped *Mathematics Framework*, which greatly increased standards in math. California's efforts in mathematics have had a major impact nationally. In the state's textbook adoption process in 1986, all mathematics textbooks were initially rejected because they did not meet the framework's criteria, but in the following year some revised books were adopted. For elementary grades, the CDE published the *Mathematics K-8 Model Curriculum Guide* and organized a series of curriculum replacement workshops to train teachers in implementing the new curriculum. At the high school level, the CDE has led the development of a ninth grade Math A course to replace ninth grade general mathematics. Over 1,500 high school teachers at 245 schools have now received a version of the course through a year-long in-service program. In addition, the middle grades Mathematics Renaissance, a long-term initiative to support schools in their total mathematics program reform, was launched. Two hundred and forty schools are participating in this program.

- California's history- and geography-centered curriculum, based on the new *History-Social Science Framework*, has been hailed nationwide and has set new standards for textbooks. The framework puts history at the center of the curriculum and restores geography, economics, and values back into the curriculum. It calls for enrichment of history with literature; to support this focus, *Literature for History-Social Science, Kindergarten Through Grade Eight* was published. Summer institutes for teachers produced resources which offer suggestions for extending student learning beyond textbooks through primary sources, literature, and the visual and performing arts. These suggested resources, with teaching strategies and ideas for curriculum-embedded assessment, are being published in grade level course models.
- In science education, the 1990 *Science Framework* represents the professional consensus for science reform consistent with the emerging national standards. In the 1985 science textbook adoption process, middle grade textbooks were initially rejected because they did not meet California's standards. This move signaled to publishers that California was serious about using high-quality instructional materials that supported the frameworks. In the 1992 science adoption process, new materials were adopted that placed California at the front of the national science reform effort. In addition, science enrollments have expanded faster than any other curriculum area in California. The alignment of the framework with instructional materials that feature active learning and the assessment program that features science performance tasks is a model for the nation. Two networks, including 1,500 elementary schools and 200 secondary schools, are redesigning science instruction by dividing responsibility for implementing quality science among faculty, parents, and the community.

Given the size and diversity of the country, it is difficult to craft a plan for history education that balances pluralism and common values. In California, a state with a very diverse population, the *History-Social Science Framework* has been widely acclaimed for scholarly integrity and multicultural perspective.

Raising Standards for American Education: A Report to Congress, the Secretary of Education, the National Education Goals Panel, and the American People.

The National Council on Education Standards and Testing.
Washington, D.C. 1992

- Based on the *Foreign Language Framework*, California's **foreign language** initiative, "Expand Your World: Learn Languages," has advanced the teaching of foreign languages throughout the state. Over the past decade, teachers have become increasingly proficient in offering students communication-based programs rooted in the culture and traditions of the countries where the language studied is spoken. The CDE has received \$1.6 million in federal funds to help districts establish model projects in uncommonly taught languages, including: Chinese, Japanese, Korean, and Russian. While the funds can be used for kindergarten through grade twelve, preference was given to those projects which begin in the early elementary grades.
 - The *Visual and Performing Arts Framework* provides a foundation for comprehensive curriculum and instruction at all grade levels in dance, drama/theatre, music, and the visual arts. The curriculum is based on four components: aesthetic perception, creative expression, arts heritage, and aesthetic valuing. Both teaching the content, knowledge, and skills required for each of the arts and integrating the arts with other core curriculum areas are stressed in the framework. *Strengthening the Arts in California Schools: A Design for the Future* proposes strategies for achieving the goal of developing comprehensive programs in the visual and performing arts in school districts throughout the state. *A Prelude to Arts Assessment*, a report on the work of arts educators statewide, will be published to open the dialogue on performance assessment in the arts in California.
 - Two new frameworks—one for **health** and the other for **physical education**—have been developed. A new statewide comprehensive health program, "Healthy Kids, Healthy California," has brought together under one initiative all the components of comprehensive health: health education; physical education; health services; counseling services; nutrition services; a safe and positive school environment; health promotion for all staff; and parent, community, and private sector involvement. The "Healthy Choices" component focuses on improving nutrition in schools and specifically targets improving school lunches and other food programs.
- ◆ Because it became apparent that each level of schooling had its own particular issues and concerns, separate task forces were established to study **school readiness issues**, as well as **elementary, middle, and high school issues**. These groups, comprised

of leading educators and community representatives from throughout the state, have published reports charting a course of reform for these four areas of schooling. The reports have been widely acclaimed and are serving as blueprints for comprehensive school reform.

High School

- The High School Task Force report, *Second to None: A Vision of the New California High School* (1992), calls for a more focused course of study for all high school students, not only the college bound. It describes a vision of the new high school. The key is a comprehensive reform strategy in each school based on these ideas: creating curricular paths to success; developing powerful teaching and learning; establishing a comprehensive accountability and assessment system; providing comprehensive support for all students, including language minority students and those at risk of failure; restructuring the school; and creating new professional roles. Workshops were held throughout the state to acquaint educators with the report; over 5,000 individuals participated in these meetings.

More Graduates Complete University of California a-f Course Requirements

Ethnic Group	Class of '85			Class of '91		
	Total Graduates	a-f Completers	Percent	Total Graduates	a-f Completers	Percent
American Indian	1,833	226	12.3	1,997	397	19.9
Asian	16,693	7,068	42.3	24,850	13,676	55.0
African-American	19,013	3,266	17.2	17,119	4,845	28.3
Filipino	4,483	1,367	30.5	6,782	2,952	43.5
Hispanic	41,958	6,469	15.4	59,240	12,735	21.5
Pacific Islander	1,205	227	18.8	1,309	351	26.8
White	140,263	38,553	27.5	122,867	42,203	34.3
TOTAL	225,448	57,176	25.4	234,164	77,159	33.0

- Career-vocational education is being redesigned to integrate vocational education with academic and applied academic courses. This work has received additional impetus with the recent publication of *Second to None*. Efforts are under way to create better transitions from high school to work for students. More than 400 high schools are participating in 2+2 articulation projects, linking the last two years of high school with community college; and in 1991-92, 30 High School Investment Schools were awarded grants to improve their transition-to-work programs, linking career-vocational education and academics.
- State-local partnership programs have been initiated to encourage more students to go on to college. As a result, a greater proportion of high school graduates across all ethnic groups have completed college preparatory courses. These programs include 140 Advancement Via Individual Determination (AVID) programs, which prepare more minority and low-income youngsters to attend college.

Middle Grades

- In 1987 the Middle Grade Task Force issued its report, *Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools*, which called for major reforms in grades six through eight and included over 100 recommendations for improving middle grade instruction. One key recommendation of the report was to establish middle grade partnership networks statewide. Ten regional networks, which include 105 partnership schools plus ten foundation schools, were established. These 226 schools were chosen for their commitment to become "state-of-the-art" schools and their willingness to act as catalysts for statewide middle grade reform. Regional networks address a

number of middle grade goals, including developing active learning strategies, staff development programs, interventions for students at risk, common core curriculum strategies, schoolwide advisory programs, interdisciplinary teaching teams, master scheduling techniques, parent and community relationships, and equal access to the core curriculum. These goals are now being addressed at the overwhelming majority of the state's middle schools.

As a part of our background work, we have turned to California and the work it has done. The California frameworks have not only had an impact there, but they have been looked at by many other states as an example of what can be done.

Henry Heikkinen,
National Committee on Science Education
Standards and Assessment, 1993

- As a result of these efforts, since 1986 (the base year), the overall trend for **eighth grade CAP scores** is upward. Average scores have increased by 11 points, from 248 to 259. The score was up four points in reading to 247, up 17 points in mathematics to 270, up 12 points in history-social science to 255, and up 15 points in science to 265. The results from 1986 to 1992 show all students, including limited-English proficient, making significant gains.

Elementary Grades

- *It's Elementary*, the report of the **Elementary Grades Task Force** published in 1992, asks California's elementary schools to fundamentally reinvent themselves. This deep, systemic change reaches into every aspect of the educational enterprise and seeks the active involvement of every person with an interest in public education. This report has three underlying themes: 1) help youngsters get it right the first time; 2) help students make the transition to a more rigorous curriculum, particularly in the upper elementary grades; and 3) provide a more effective safety net that catches students before they fall too far behind, and maintain the support system for those with special needs. It places an emphasis on character education, team teaching and having teachers master a single subject, and avoiding grade-level retention as an instructional strategy.

A major conference and 15 regional launches were held to acquaint about 4,500 educators with the report. An Alliance of elementary schools interested in implementing *It's Elementary!* has been formed; so far about 5,500 teachers from 370 schools are members, and about one dozen additional schools join weekly.

- **Third and sixth grade CAP scores** have risen for all subjects. Between 1983 and 1990 (the last year the test was given), third grade reading scores rose seven points, writing scores rose five points, and mathematics scores rose nine points. Grade six reading scores rose 12 points, writing scores rose eight points, and mathematics scores rose nine points.

School Readiness and Child Development

- *Here They Come! Ready or Not*, the 1988 report of the **School Readiness Task Force**, recommends sweeping changes in methods of teaching children four through six years of age. Recommendations include a call for developmentally appro-

priate curriculum and teaching practices; reduced class size; staff training; a change in assessment methods; full-day options; improved links between public school programs and child care; increased parental involvement; elimination of work sheets and dittos; and an increased use of manipulative materials, such as blocks, paints, and objects to sort and count.

- Because early intervention and connecting the early childhood program with the elementary program is crucial to success later in school, the **Early Primary Initiative** was developed. It is a set of activities to promote the recommendations of *Here They Come!* and implement them in schools and child development programs. Four annual Early Primary Leadership Institutes have been held. Over 650 teachers and administrators of preschool and school-age children, college educators, parents, and school board members have attended these institutes to develop a cadre of individuals knowledgeable about *Here They Come!*, its implementation, promising curricular practices, and how to spearhead change locally. In addition, the CDE awarded grants of \$15,000 to 34 public and private child development contractors to assist them in implementing the Early Primary Initiative.
- **Exemplary Program Standards** were developed. About 1,000 child care providers attended conferences on these new standards. The revised quality review instrument for programs serving preschool and school-age children was disseminated to child development agencies for their self-review and peer reviews.
- The CDE has developed a comprehensive training program for **infant-toddler caregivers**. The program includes an annotated guide of recommended media training materials; a program quality assessment document; training videos in English, Spanish, and Chinese; and training guides. Special attention has been given to developing partnerships with parents and providing culturally and linguistically appropriate care.

Additional Curriculum-Related Reforms

- ♦ As the result of legislation since 1984, California has invested approximately \$150 million in over 25 different **educational technology** projects for K-12 students. The CDE, with the advice of the Educational Technology Committee, has provided fund-

ing for: school-based grants for using technology to provide instruction that is aligned with California's curriculum frameworks, regional instructional television agencies, the California Technology Project, software and video clearinghouses, Model Technology Schools, software development, telecommunications, and research. In 1992 the *California Master Plan for Educational Technology* was published.

- ◆ A strategic plan for **adult education** was published in 1989 to increase adult literacy in the state. The report calls for an adult education system that is more effective and accessible. The report made 14 recommendations with emphasis on making educational and training programs more available to adult learners, improved quality and responsiveness, increased planning and coordination among providers, and enhanced accountability.

The strategic plan is being carried out under the supervision of the CDE and the Chancellor's Office of the California Community Colleges. Model program standards and frameworks; a *State Plan for Worksite Learning* for literacy instruction of non-management employees; and Community Learning Networks, one-stop assessment and referral centers for adult learners, are currently being developed.

California has made a very serious and high-quality attempt to define what students should know and be able to do in the major subject areas.

Thomas W. Payzant
Assistant Secretary for Elementary and Secondary Education
designate, U.S. Department of Education

- ◆ There has been a major rethinking of the **Gifted and Talented Education (GATE)** program and appropriate ways to develop academic talent in a diverse student population. The CDE, collaborating with other organizations, provided staff development on broader approaches to identifying academic talent in underserved student populations as well as providing more diverse services. The CDE sponsored teleconferences and staff development days about how GATE works with other categorical programs and the regular program to increase the number of students who perform at the highest levels, and staff development modules were developed.
- ◆ **Foundations and research labs**, such as Far West Laboratory, the Getty Foundation (in the arts), and the Walter and Elise Haas Foundation (in history), have become part of the educational reform movement.

Standards and Expectations

This recommendation called for schools to adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct in an environment that supports learning.

Strengthening Accountability and Assessment

In 1983 California became the first state in the nation to establish statewide accountability standards to judge school performance. Other states have now followed California's lead.

- ◆ Every California school receives an **annual performance report** from the CDE which describes the progress the school is making in several areas. The report also compares the school's performance with that of schools with similar student populations and schools throughout the state, and includes performance targets for achievement. In addition, Proposition 98-mandated local school accountability report cards include additional local data; these reports serve as companion documents to the state-produced performance reports.
- ◆ California is in the process of revising its statewide testing program to make it performance based. The new California State Board of Education-designated **California Learning Assessment System** will test students at grades 4, 8, and 10. It will build upon the California Assessment Program, which has been hailed nationally as a leader in testing. The new assessment will test what students can actually do in terms of real-world performance; its data will indicate what students know, how well they can think, and what they can do.

New career-technical assessments are being field-tested in 80 high schools. These assessments include research projects, portfolios, and student presentations that will provide information on a student's readiness to enter the workforce in a specific career area or to pursue further education and training at the postsecondary level.

- ◆ **The Golden State Examination (GSE)**, a unique incentive program, has been developed to encourage

enrollment and high-level achievement in academic subjects required for college admission. Students who do well on the voluntary end-of-course exams are identified as Golden State

This [new testing program] is so very, very exciting. This is a testing approach that will actually help us to be better teachers. It couldn't come at a better time.

Teacher, quoted in
"New CAP Tests Stress Students' Reasoning,"
Los Angeles Times, August 16, 1992.

Scholars and are recognized for their achievements. GSEs exist in first-year algebra, geometry, U.S. history, economics, biology, and chemistry. The GSEs will be administered to over 300,000 students in 1993.

- ♦ A **School Recognition Program** has been established to honor outstanding schools. Distinguished elementary schools and distinguished middle and high schools are identified in alternate years. Since the program was initiated in 1985, nearly 1,000 schools have been recognized.

Helping Students Who Need Additional Support

Major efforts have been launched to help all students become part of the mainstream and participate in the core curriculum. Support services have been redesigned so that they are not remedial in nature, but provide access to a strong academic program.

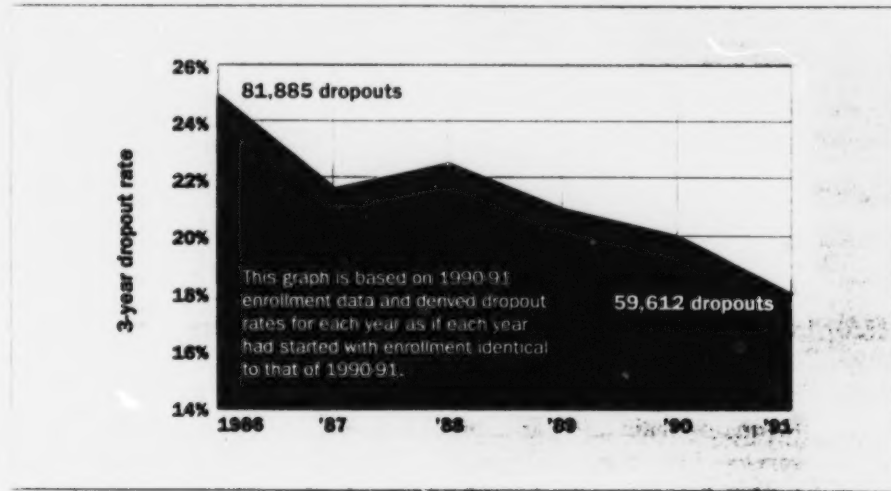
- ♦ The CDE supported Senate Bill 65, which was subsequently enacted to reduce the dropout rate by establishing **dropout prevention and recovery programs**. The program requires implementation of a schoolwide plan to coordinate school resources to motivate students to finish school. Educational clinics have been established to provide basic skills remediation to students who have left school.

Efforts of these programs and other support programs have been extremely successful. The state's dropout rate declined from 25 percent in 1986 to 18.2 percent in 1991. This 27 percent decline in the dropout rate means that 22,273 more students are now in school than would have been if the rate had remained the same as in 1986.

- ♦ **Special education** programs have been focused to provide more students access to the core curriculum, both in special education classes and the regular education environment. The *California Strategic Plan for Special Education* defines goals and outcomes for special education programs and services. These outcomes are grounded in the core curriculum, with critical skills and employment success as major indicators of effectiveness.

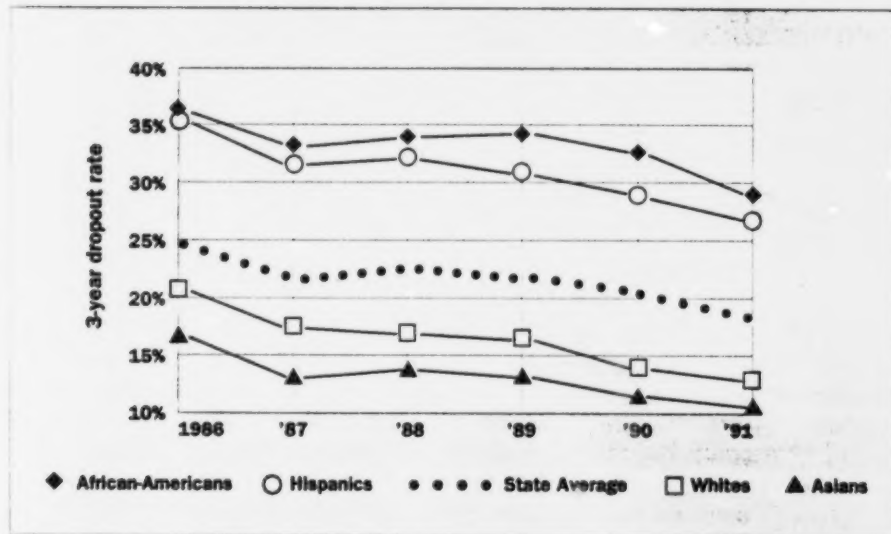
Collaboration among general education programs, special education programs, private and public agencies, families, the community, and business is a major goal. For example, this collaboration occurs in early intervention programs for children ages 0-5 and transition programs for youth and young adults ages 14-22. The partnership between general and special educa-

California's Dropout Picture Is Improving



This decrease in dropouts represents 22,273 additional students in the class of 1991 who stayed in school.

California's Ethnic Dropout Picture Is Improving



African-Americans—35.7% to 29.4%. Number of dropouts down by 17.6% compared to 1986 rate.
 Hispanics—35.1% to 27.2%. 1986 rate down 22.5%.
 State Average—25.0% to 18.2%. 1986 rate down 27.2%.
 Whites—20.2% to 12.0%. 1986 rate down 40.6%.
 Asians—16.3% to 10.3%. 1986 rate down 36.8%.

tion has extended to include preventive efforts so that children at risk of school failure because of a disability do not require special education services. Universities and school districts are working with the CDE and professional groups to identify successful approaches to assessing children suspected of being disabled. The emphasis on improving parent and educator partnerships has paid off in strong community involvement. Keeping successful, skilled teachers working with children with disabilities is also part of the strategic plan.

The six regionalization projects for low-incidence disabilities (vision, hearing, deaf-blindness, and orthopedic disabilities) are sharing specialized personnel, equipment, and materials among districts and counties to use limited resources more efficiently and effectively.

- ◆ Changes were initiated in categorical programs, including **bilingual, compensatory, and migrant education**, so that they directly strengthen students' performance in the core program. Efforts have also been directed toward increasing the graduation and college-going rate of these students and having districts report their results to the CDE annually.

Because one in five California students is limited-English proficient, increasing emphasis has been placed on providing effective bilingual education programs. The CDE has published a bilingual program handbook and a series of handbooks for each major language group. It has also required districts to have sufficient and appropriate bilingual staff and English-language-development specialists to serve these students. Districts lacking staff must be implementing an approved plan to remedy their shortages.

In addition, the migrant education and compensatory education programs now provide enrichment activities which emphasize success in the core curriculum, acceleration toward grade-level performance, and the development of advanced skills and higher-order thinking.

- ◆ Thirty **American Indian Education Centers** were established in 1989 to assist the American Indian community. The centers have raised the academic level of many American Indian students, reduced the dropout rate, and improved graduation rates.
- ◆ The **Teen Pregnancy and Parenting Programs Coordination Program** was established to increase inter- and intragency communication and coordination among the various programs serving pregnant and parenting teens.

- ◆ Various alternative education programs support students who are not in the traditional program. For example, 45 state-funded **Partnership Academies**, which are schools within schools, train students who are at risk of dropping out.
- ◆ The **Every Student Succeeds Initiative** emphasizes prevention of student failure and successful learning of a rich core curriculum for every student, particularly those who are most at risk of failure in school. In June 1991, 41 schools in 11 districts became ESS network participants. These schools have made the commitment to do whatever it takes, within legal and ethical bounds, to ensure the school success of every student. The ESS network has helped schools to restructure for maximum effectiveness, develop mechanisms for ongoing problem solving at the school, better coordinate categorical programs with the regular program, and improve student attendance and learning outcomes for students at risk of failure.
- ◆ A major effort to coordinate **children's services** has been launched through the Healthy Start program. A strong inter-agency effort has been coordinated through the CDE, with other state agencies and private foundations, to implement the program. Schools will serve as the hub for services for students needing social, health, or psychological support.
- ◆ In 1987 a five-year program, the California Local Education Reform Network (C-LERN), was established to help more children at risk of failure to benefit from the educational reform movement. C-LERN schools participated in a structured change process that included identifying critical problems that prevent schools from being effective. About 90 schools participated in C-LERN. The **Focus School Technical Assistance Program** will now build upon this effort to improve low-performing schools.

Recommendation C called for devoting significantly more time to studying the core curriculum. This will require more effective use of the existing school day, a longer school day, or a lengthened school year.

Providing More Instructional Time

- ◆ The school day and school year have been lengthened as a result of incentives provided in Senate Bill 813. Prior to 1983 the typical California high school graduate received one and one-third fewer years of instructional time than his or her national counterpart. Now total instructional time has increased by about 10 percent, with the result that the school year has the equivalent of 17.3 more days.

Organizing Schools to Be More Effective

A massive restructuring effort has begun. In addition, existing services are being coordinated more effectively, and impediments to school effectiveness are being removed to improve student performance.

- ◆ Restructuring means broad-scale change in how teachers, principals, and school districts operate daily to improve student learning. Working with the business community, in 1989 the CDE began a concentrated effort to promote restructuring efforts in the state. California has emphasized that engaging students in a rich, concept-driven curriculum should be at the heart of restructuring efforts. As the result of the passage of **Senate Bill 1274, 144** schools have received grants to restructure and radically change the way they do business to improve student outcomes.
- ◆ The **School-Based Coordination Program** law provides flexibility to schools that wish to improve coordination of their state-supported categorical and regular program services. Educators may custom design program services at each participating school to improve learning outcomes of their special needs students, and school staffs have the opportunity to take up to eight staff development days. In 1986, there were approximately 300 SBCP schools; today, there are approximately 5,400 participating schools.
- ◆ The CDE has been active in arguing for the concept of charter schools (a new type of public school, designed by the local community, which may operate independently from the existing school district structure and requirements but is held accountable for student performance), magnet schools, and **public school choice**. As a result of recent legislation, 100 schools will be able to become charter schools.

Teaching

This recommendation addressed improving the preparation of teachers and making teaching a more rewarding and respected profession.

Enhancing Staff Development and the Teaching Profession

Staff development and enhancing the teaching profession are of critical importance if educational reform efforts are to succeed. Most businesses find it essential to invest significantly in human resource development, and the educational system has begun to do the same.

- ◆ The **California Professional Development Program** focuses state-funded staff development programs on strengthening teachers' subject-matter knowledge and instructional skills, consistent with the state's curriculum frameworks.
- ◆ **Eight subject-matter projects**, a collaborative effort by the University of California, the California State University and the CDE, have been designed for all subjects required for graduation. The projects are in writing, literature, mathematics, science, arts, history-social science, international studies, and foreign languages. A ninth project in the area of physical education and health is under development. Through these projects, researchers and education faculty work together to identify exemplary teaching practices, develop research on teaching the subject areas, and provide training on the curriculum frameworks to teachers.

For example, to support the early literacy emphasis, several sites of the California Literature Project are working on staff development on early reading/emergent literacy. The current nine sites are expanding into new areas through satellite sites. This project, which has trained 2,500 teachers, and the California Writing Project, which trained over 24,000 additional teachers in 1992 alone, support teachers in providing effective instruction.

Another of these projects, the California Arts Project, provides institutes and activities to deepen teachers' knowledge of the four arts disciplines; enhance the instructional strategies teachers use; and develop a collegial, statewide network of teachers who are engaged in arts instruction.

- ◆ The **Mentor Teacher Program** was initiated to recognize excellent public school teachers and to provide incentives for these teachers to remain in the classroom. Approximately 95 percent of the districts and county offices of education throughout the state participated in the Mentor Teacher Program in 1992, and

over 11,200 teachers served as mentors in 1991-92. Mentor teachers receive an annual stipend ranging from \$4,000 to \$4,312 to share their expertise with other teachers, provide support to new teachers, and/or develop instructional materials.

- ◆ The CDE and the California State University system are jointly operating the **Comprehensive Teacher Education Institutes** to redesign and strengthen teacher preparation programs.
- ◆ The **California Commission on the Teaching Profession** was convened to undertake a comprehensive study of the status of teaching in California and to make recommendations for improvement. The Commission's report, *Who Will Teach Our Children?*, called for 1) restructuring the teaching career and establishing rigorous professional standards, 2) redesigning the school as a more productive work place for teachers and students, and 3) recruiting capable individuals into teaching.
- ◆ Teacher credentialing has been reformed and strengthened as the result of legislation. In addition, the **California New Teacher Project** was established to study alternative approaches of supporting and assessing beginning teachers, with the goal of reducing the high attrition rate among new teachers and providing necessary support. Between 1988 and 1992, over 3,000 new teachers participated in this program.
- ◆ The **Bilingual Teacher Training Program** provides specialized staff development training for individuals seeking bilingual certification to meet the needs of our rapidly growing bilingual student population.
- ◆ The CDE launched a highly successful "**A Class Act: Be a Teacher**" public awareness campaign to encourage high-caliber individuals to join the teaching profession. As a result, applications to California State University schools of education increased 30 percent; and collaborative efforts continue with the national "Recruiting New Teachers" program. Public service announcements encouraging individuals to become bilingual teachers have also been produced.

Teacher involvement in state-of-the-art developmental efforts creates new sources of expertise inside schools. States that involve teachers in developing curriculum frameworks, project approaches to curriculum, and new assessment instruments are creating a pool of new talent that can be shared with colleagues. States such as California . . . are also re-educating teachers through training associated with the administration and the scoring of new performance assessment.

*From Rhetoric to Action:
State Progress in Restructuring the Education System.
National Governors' Association, 1991.*

Leadership and Fiscal Support

The last recommendation stated that citizens should hold educators and elected officials responsible for providing the leadership necessary to achieve reforms, and that citizens should provide the fiscal support and stability required to bring the reforms about.

Providing Effective Leadership

Effective school reform will not occur without strong leadership from administrators.

- ◆ The California School Leadership Academy was established to help aspiring and practicing school administrators to strengthen their instructional leadership skills and strategies to improve student learning. To date, over 6,000 administrators have participated in this program.
- ◆ The Advanced Academy for Executive Leaders was established to assist school superintendents in restructuring school districts and facilitate systemwide change and improvement. The academy is jointly funded by the CDE and the Association of California School Administrators.

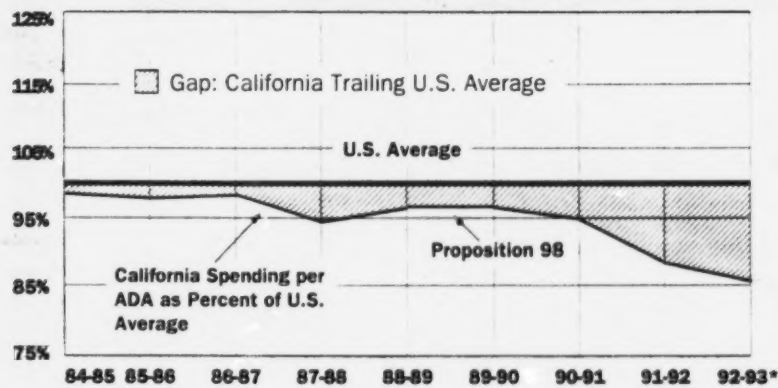
Providing Adequate Resources for Education

Public education must have the necessary resources to meet the needs of its dramatically growing and increasingly diverse student population. Otherwise, reform efforts may grind to a halt. During the past 10 years, the most impressive gains in student performance often occurred when per pupil funding was at its highest level, and these gains may be erased if schools are inadequately funded.

- ◆ The education community joined together to secure the passage of **Proposition 98** in 1988, which provides a stable funding base for K-12 schools and community colleges.
- ◆ Bond measures have been supported and passed to provide facilities for the state's growing student population and to change the way in which money can be raised for school construction. The process of receiving approval for new construction has been streamlined. Over 1,100 new schools have been built with state funds since 1982. In addition, *Schools for the Twenty-first Century* was published, which provides a vision of what the schools of the future should look like.
- ◆ California has been awarded millions of dollars in public and private grants due to the state's leadership in educational reform.

Less Money Is Available for Our Schools

California Drops in Comparison to the Nation in Per Pupil Spending for Schools



* 1992-93 figure is an estimate.

Note: All figures are for spending per pupil (ADA) from revised National Education Association Rankings of the States (when available). California is shown as a percentage of U.S. average. 1992-93 is shown as if other states stayed even with inflation and California were at \$4,621, the most recent estimate. For fairest possible comparison, California spending has been increased 3% because of its unique ADA accounting methods.

Establishing Fiscal Accountability

California's accountability program has also been expanded to include fiscal accountability.

- ♦ The CDE monitors how school districts spend their money and offers advice on how to **improve efficiency**. Better data-gathering procedures and computer networks have been set up to improve the flow of information. A document, *The Average Costs of a California School*, was published to show how the average school allocates its funds. Accounting reporting procedures for schools have been streamlined, and a new version of the *California School Accounting Manual* has been published to help schools. Schools experiencing severe financial difficulties are given strict operating guidelines and assistance to avoid insolvency. Trustees are hired to manage districts that face bankruptcy.

Playing a Key Role in National Educational Reform

California's education reformers have played a key role in numerous important national education policy-making organizations and in providing leadership on educational reform.

The experience [in California] has provided a beacon for educators nationwide. If the largest and most diverse state can define what its students ought to know and be able to do, many say, surely other states and the nation as a whole can do the same.

"The Coherent Curriculum," Deborah Viadero.
Education Week. March 10, 1993.

- ◆ The State Superintendent of Public Instruction and other state educators have served on a variety of prestigious **national advisory bodies and commissions**, including the National Board for Professional Teaching Standards, the National Commission on Children, the National Council for History Standards, and the National Council on Standards and Testing.
- ◆ The California Education Summit was convened in 1989 to build upon the President's National Education Summit. Over 300 California educators, business leaders, parents, and community members participated in the meeting; the group's final report proposed broad changes to meet the national goals. Legislation was introduced to support many of these recommendations.
- ◆ The CDE has played a much stronger role in the **national legislative scene** as a result of a concerted lobbying effort on bills that affect California and educational reform. The state has been a major participant in defining new federal legislation.

Establishing Partnerships

Educational reform cannot succeed without a cooperative effort among educators, the business community, parents, and students. Therefore, numerous partnership programs have been established to improve our schools.

- ◆ Strong ties have been developed with the **business community**, including joint efforts with the California Chamber of Commerce and the Business Roundtable. For instance, California business leaders have joined educators to initiate local compacts. These business compacts provide incentives to help students learn about the importance of completing school and preparing for lifelong learning. The compacts build upon "adopt-a-school" programs that exist throughout the state. Business leaders also annually participate in the "Principal for a Day" program.
- ◆ **Workforce California** is a collaborative effort between education, business, labor, government, and the community to coordinate resources at both the state and local levels to strengthen the system for employment training.

- ◆ A school/law enforcement partnership program strives to reduce crime and truancy on school campuses. A 100-member volunteer cadre of educators and law enforcement personnel helps schools with safety issues. A **school safety** manual has also been published to give schools guidance on establishing a safe environment.
- ◆ The CDE is working to increase **parent involvement** at all schools. A highly successful initiative, "Parents Are Teachers, Too," was launched to help parents to support their children's education. In addition, Home-School Partnership Training for Parents and Teachers was developed to build home and school educational partnerships. In 1989 the California State Board of Education adopted a parent involvement policy that encouraged school districts and schools to implement long-term, comprehensive programs that build on the strength of families. Legislation followed in 1991 requiring school boards to adopt a district parent involvement policy and a parent involvement program for implementation at each school.

A trainer-of trainers Fall Institute for Parent Involvement has been providing training to teams of parents, teachers, and paraprofessionals from over 350 Chapter 1 Program Improvement Schools since 1990. *Parent Involvement Programs in California Schools* was published in 1991 to provide a sampling of California parent involvement programs. *The California Strategic Plan for Parental Involvement in Education* (1992) was developed to assist districts that are required to have parent involvement policies and programs.

- ◆ A partnership with **senior citizens** was established to bring their talents into the schools.
- ◆ Strong links have been forged with **higher education**. Work has included redefining the components of a quality undergraduate education and a common definition of a quality teacher preparation program. The State Superintendent of Public Instruction serves as a Regent of the University of California and a Trustee of the California State University system.

A Final Word

While it is impossible to list all of the accomplishments of California's educational reform efforts over the past ten years, this document has attempted to briefly touch on many of the highlights. These accomplishments, however, represent only a beginning—much more still needs to be done to prepare our students for the twenty-first century. Nevertheless, the groundwork has been laid, and it is up to all Californians—working together—to keep the momentum going.

It is by our willingness to take up the challenge, and our resolve to see it through, that America's place in the world will be either secured or forfeited. Americans have succeeded before and so we shall again.

A Nation At Risk

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